ECD/E Workforce Development

East and Southern Africa Region

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The ECCD/E Workforce comprises of:

1. Center/school directors
2. Community Health Workers
3. Caregivers
4. Teachers
5. Supervisors
6. Social protection officers
7. Child protection officers
8. Nutrition caregivers
Proportion of teachers who have received at least the minimum organized pedagogical teacher training and percentage of teachers academically qualified according to national standards, pre-primary level

Data Source: UIS. SDG 4.c.1
http://data.uis.unesco.org/
1. Two million teachers and caregivers are needed for ECD/E to reach the SDG target of universal coverage in ESA by 2030.
2. Based on available expenditure estimates, **ESA will be able to pay for around 0.58 million** teachers and caregivers at the ECD/E level by 2030.
3. The average P-T ratio in **ESA would balloon to 110:1 in 2030** from around 40:1 in 2020 if actions are not taken.

Source: Author’s calculations based on the IMF’s World Economic Outlook Database (April 2021), UNDESA World Population Prospects: The 2019 Revision (medium variant) and UNESCO UIS.Stat (2021)
The Issues from about 15 Countries diagnostic and Desk Review in ESA

1. There are **insufficiently qualified** ECD/E personnel
2. **Mismatch in skills demand** and **supply**
3. There exists issues of **Low motivation**, low attraction and low levels of retention among ECD/E workforce
4. There are limited **ECD/E training programs or opportunities**, and teacher training has been pegged largely as vocational and occupational, with little academic involvement from higher education institutions (HEIs)
5. ECD/E workforce often are associated with low status and little or no defined career path
6. Trained professionals are **not equitably distributed** across national and sub-national levels.
7. Status and pay for the ECD/E workforce are far lower compared to primary teachers, leading to low satisfaction and high turnover.
In an effort to address the limited availability of qualified teachers following a decision to make one year of pre-primary compulsory, the United Republic of Tanzania in 2014 initiated:

1. A ‘massive employment exercise’ involving a new three-year-long diploma programme in six teacher training colleges.\(^{53}\)

2. Organized nationwide training for one teacher from every primary school that was already providing pre-primary education in a bid to build their skills and knowledge around the pre-primary curriculum and pedagogy.\(^{54}\)
South Africa provides:

1. Conditional grants to local governments to support the training of ECE practitioners.
2. Financial assistance to public and private schools and registered community-based centres.\(^57\)
The expansion of ECE services and the upward number of trained ECE teachers in Kenya has continued despite some challenges related to decentralization since 2010. Factors that helped over this challenging period were:

1. The central government’s success in taking on a new role as standard setter and guidance provider
2. The Ministry of Education intensified efforts to provide county governments and ECDE centres with clear policy and curriculum guidance
3. Investment in teacher training by strengthening the National Centre for Early Childhood Education (NACECE) which is mandated with developing the ECE curriculum and coordinating national ECE teacher training programmes.
Examples of Workforce Development Initiatives

Ghana

Despite government attempts to support training efforts, about 17,000 KG teachers from public and private KGs remain untrained according to government estimates (R4D 2018). A robust workforce development program through a systems approach was launched to enhance overall effectiveness.

Quality – Teaching/Learning/Outcomes

Trained teachers increased by 50% from 35% (2006/07) to 85% (2018/19) to support KG delivery.

Standardized Children’s Learning tools now available to measure outcomes.

Pupil to trained teacher ratio (PTTR) at KG level improved.

**Before**

- Teacher delivery at KG classrooms same as Primary one delivery (No child-centred/play-based KG instructions)

**Now**

- Gradual change/improvement, but not to the extent required.

Source: ECE in Ghana (May, 2021): The Journey so far (focus on pre-primary education)
### Recommended Actions for Policy Makers

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<thead>
<tr>
<th>Attract</th>
<th>Systems of recruitment, training, deployment, retention, and exit</th>
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<td>Ensure</td>
<td>Systems of a core set of professional competencies and standards</td>
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<td>Establish</td>
<td>Systems of flexible in-service and pre-service training including alternative pathways to qualification</td>
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<td>Facilitate</td>
<td>Systems for recognition and accreditation (licensing) of pre-service programmes</td>
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<td>Strengthen</td>
<td>Systems for Continuous Professional Development</td>
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<td>Improve</td>
<td>Systems for monitoring workforce development, and performance</td>
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<tr>
<td>Explore</td>
<td>Innovative approaches to increase workforce numbers, quality and capacity</td>
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</table>
Model showing research, practice and policy sectors and functions created at the intersections of their engagement to improve child well-being.

**Source:** Social contexts and children's health outcomes: Researching across the boundaries (2006)
Thank You!